

VALUES OF FINE ARTS STUDENTS: A PSYCHOLOGICAL STUDY

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ABSTRACT

This study investigated the values in variables of music, dance and painting students. The objective of this study was to show the significant differences in values of fine arts students. Participants in this study (N=352) are 146 were chosen from music students. 103 were dance and painting students each. The method of selection was purposive sampling from different institutions in Kerala. Values are calculated by psychological instrument, study of values. Statistical techniques such as Kruskal-Wallis test, Mann-Whitney U test. The result gives us that aesthetics (study of values) is significantly different among fine arts students.

Keywords: Fine arts, Values

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Introduction

Fine arts

Fine art is art developed primarily for aesthetics or beauty, distinguishing it from applied art that also has to serve some practical function, such as pottery or most metalwork. Historically, the five main fine arts were painting, sculpture, architecture, music, and poetry, with performing arts including theatre and dance. In this study fine art refers to the art forms like music, dance and painting.

Values

Values are dispositions of generalized nature that influences many of our personal preferences and interests. The core values of a society reflect its orientation to five basic and universal problems, namely, orientation towards .human nature, orientation towards environment, time orientation, activity orientation and interpersonal orientation (Kluckhohn&Strodbeck, 1961). The reactions normally to these orientations in our society determine the background against which we develop our own personal system of values. Values have been successful in describing society's collective conscience (Durkheim, 1960).

Concept of Values

Values are a precipitate of behaviour. They are established predispositions of behaviour. They are what is attractive to a person, they operate as criteria for making judgment between alternative cause of action and they directly influence the quality of the person's behaviour and decision as a rule, the person adopts those values which help him to achieve the ends he desires and which are at the same time sanctioned by the group with which he is identified, his values are thus influenced by and are reflections of his personality.

People differ in their values and so it is not surprising that their judgments "at the same object, person or situations differ and that they behave differently in the same or similar situations. Each individual develops values which seem important to him and which guide his life. Conceptually, values refer to those guiding principles of life which are conducive to one's physical and mental health as well as to social welfare and judgment and which are in tune with one's culture.

MUSIC AND VALUES

Developing students' musicianship-listenership enables them to achieve a wide range of values. Many researchers suggest that enjoyment, self-growth, self-knowledge, and self-esteem (which is a blend of emotion-and-cognition, or “mindful feelings”) are among the most important values of music and music education. These values occur arise when there's a balance or match between (a) students' musicianship-listenership and (b) the wide-range of challenges and meanings that musical works involve and can be “heard-as” presenting. Music educators enable students to develop the cognitive-affective abilities that lead to enjoyment and other emotions.

DANCE AND VALUES

The uniqueness of dance lies partly in its dual nature—it is both physical and expressive, and this makes it both similar to and different from other physical activities and art forms. Dance develops physical, creative, imaginative, emotional and intellectual capacities. It also requires social skills. Dance provides opportunities for artistic and aesthetic education as well as opportunities for children to explore and express moods and ideas symbolically through movement. To be physically proficient, children and students develop a range of technical skills and the ability to improve their performance. Because of its close relationship with music, dance develops rhythmic and musical sensitivity. Through experiencing dance, children and students can also develop their cultural and historical knowledge and understanding. Dance has its own body of knowledge, understanding and skills. This is accessed through the processes of performing, composing and appreciating.

PAINTING AND VALUES

You cannot touch art without touching values: values about home and family, work and play, the individual and society, nature and the environment, war and peace, beauty and ugliness, violence and love. The great art of the past and the present deals with these durable human concerns. As art teachers we do not indoctrinate. But when we study the art of many lands and peoples, we expose our students to the expression of a wide range of human values and concerns. We sensitize students to the fact that values shape all human efforts, and that visual images can affect their personal value choices. All of them should be given the opportunity to see how art can

express the highest aspirations of the human spirit. From that foundation we believe they will be in a better position to choose what is right and good.

Tolstoy defined art as the following (2013): "Art is a human activity consisting in this, that one man consciously, by means of certain external signs, hands on to others feelings he has lived through, and that other people are infected by these feelings and also experience them." However, this definition is merely a starting point for his theory of art's value. To some extent, the value of art, for Tolstoy, is one with the value of empathy. However, sometimes empathy is not of value. Tolstoy says that some feelings are good, but others are bad, and so art is only valuable when it generates empathy or shared feeling for good feelings. Art may give insight into the human condition. Art relates to science and religion. Art serves as a tool of education, or indoctrination, or enculturation. Art makes us more moral. It uplifts us spiritually. Art is politics by other means. The objective of this study was to show the fine arts students show significant differences in values

OBJECTIVE

To study the difference in values of fine arts students (music, dance, painting students).

HYPOTHESIS

There will be significant difference between fine arts students (music, dance and painting students) in values.

METHOD

Sample

In this study, the investigator used purposive sampling technique. The population for the present investigation was defined as students from various institutions from Kerala. The sample consists of 352 students.

Instrument used**An Adaptation of the Allport- Vernon and Lindzey 'A Study of Values':**

Based on Spranger's typology, Allport and Vernon (1931) constructed a test which affords a method for scaling the relative predominance of the six values in personality. This was revised by Allport, Vernon and Lindzey in 1951. The test used for the present study is the Malayalam adaptation of the above for the use in Kerala (Thankam, 1968).

The test consists of a number a questions (30 items in Part I and 15 items in Part II) based on a variety of familiar situations , to which two alternative answers (in Part I) and four alternative answers (in Part II) are provided. In all, there are 120 answers, twenty of which refer to each of the six values. The test measures the relative strength of the six values in an individual. Brief descriptions of the six scales are given below:

Theoretical: Interest in the discovery of truth, in observing and reasoning 'cognitive' attitude, empirical, critical, rational, intellectualist, frequently a scientist or philosopher and chief aim in the life is to order and systematise knowledge.

Economic: Interested in what is useful (originally in self-preservation), production, marketing and consumption of goods, accumulation of wealth, practical business minded and utilitarian.

Aesthetic: Values form and harmony, evaluations in terms of grace, symmetry and fitness, concerned with the identities of experience, appreciative, self-sufficient, individualistic and beauty for its own sake.

Social: Love of people, kind, sympathetic, unselfish and humanitarian. (The test emphasises the altruistic or philanthropic aspect).

Political: Interest in power and leadership, competitive and desire for personal power, influence and renown.

Religious: Value unity, is mystical seeks to comprehend the cosmos as a whole, seeks the highest and absolutely satisfying experience and finding religious expression either in activity participating in life or in withdrawal from it.

Scoring:

For omitted questions, in part I, give 1 ½, points to each alternative and 2 ½ points to each alternative in Part II. The sum of the six scores should be 240. C-Score values are read from the table of norms and a profile may be drawn. Interpretations are made in terms of large peaks or depressions.

Reliability and Validity:

The items measuring each value were divided into two subscales and the test scores of these subscales were correlated to find out the reliability co-efficient. The split-half reliability obtained for the various component of the scale are as follows: Theoretical: 0.83; Economic: 0.66; Aesthetic: 0.86; Social: 0.78; Political: 0.70; and Religion: 0.87 (N=100).

Validity of the scale estimated against Vocational Interest Inventory as external orientation range between 0.31 to 0.59 (N=151).

Results and Discussion

The first objective of the study hypothesized as “there will be significant differences among fine arts students (music, dance and painting) in values”.

Here we used Shapiro-Wilk test of Normality and Test of homogeneity of variances for study of values and sub variables with respect to subject. From Shapiro-Wilk test, we got, the study of values theoretical, economical, religious, aesthetics, social and political are not normally distributed and therefore used non-parametric test.

Kruskal-Wallis test was used to test the significant difference among music, dance and painting students based on their study of values like Theoretical, Economical, Religious, Aesthetics, Social and Political values. Table 1 presents the results of descriptive statistics and summary of study values and its sub variables for the study values among three groups by using Kruskal-Wallis test.

Table 1: Descriptive statistics and summary of Kruskal-Wallis test for value orientations with respect to subject.

Variables	Subject	N	Mean Rank	χ^2	df	Sig
Theoretical	Music	146	180.85	1.201	2	0.548
	Dance	103	179.51			
	Painting	103	167.32			
Economical	Music	146	180.61	1.154	2	0.561
	Dance	103	167.47			
	Painting	103	179.70			
Religious	Music	146	179.20	4.247	2	0.120
	Dance	103	188.87			
	Painting	103	160.31			
Aesthetics	Music	146	166.59	8.482	2	0.014**
	Dance	103	166.04			
	Painting	103	201.01			
Social	Music	146	185.72	2.973	2	0.226
	Dance	103	176.76			
	Painting	103	163.18			
Political	Music	146	186.97	4.872	2	0.088
	Dance	103	158.54			
	Painting	103	179.62			

From Table 1, we can understand that the mean value of theoretical scores and social scores are high in music students and low in painting students. In this study, the systematize knowledge in life is high in music students compared to dance and painting students. Observing power, logical thinking and grasping power are high in music students. Also the study reveals that music students are love of people, kind, sympathetic, unselfish and humanitarian in nature compared to dance and painting students.

The average value of economic scores and political scores are high in music students and low in dance students in this study. Music students have interest in what is useful. Interest in power and leadership, competitive and desire for personal power, influence and renown is high in music students and it is low in dance students.

The mean value of religious scores is high in music students and low in painting students. That is the spirituality is high in music students. The average value of aesthetics scores is high in painting students and is similar in music and painting students.

From the table, it can be seen that Theoretical, Economical, Religious, Social and Political scores have no significant difference. This indicates theoretical, economical, religious, social and political scores are similar among three groups of fine arts students. But Aesthetics scores have high significant difference among fine arts students ($\chi^2_{(2)}=8.482$, $p=0.014$). Discovery of truth, self preservation, kindness, sympathy, unselfishness, etc. are not similar in music, dance and painting students. Aesthetics scores are almost similar in music and dance students and it is very low in painting students. Singers and dancers show discipline in their work and are doing their work as order. They organize and arrange their work in priority manner. Musicians and dancers have good planning in their work. But painters have not a certain time and limit in their work. At any time, they got the thread of a painting. Painters didn't plan about their paintings. Their performance based on their mental changes.

To find the pair wise comparison of Aesthetics scores among music, dance and painting students, we used Mann-Whitney U test and its result is shown in Table 2.

Table 2: Mann-Whitney U test for pair wise comparison of Aesthetics scores among

Variable	Subject	Subject	U	Z	Sig.
Aesthetics	Music	Painting	6048.500	2.632	0.008**
	Dance	Music	7496.000	0.041	0.967
		Painting	4250.000	2.469	0.014**

Music, dance and painting groups

From Table 2, it can be seen that the Aesthetics scores of painting group shows significant difference from music group ($U=6048.5$, $Z=2.632$, $p=0.008$) and dance group ($U=4250.0$, $Z=2.469$, $p=0.014$). But, music and dance students show similar level of Aesthetics ($U=7496.0$, $Z=0.041$, $p=0.967$). Music and dance students have similarity in the form of harmony.

Conclusion

The values like theoretical, economical, religious, social and political have no significant difference among fine arts students. But in the aesthetics value shows significant difference among music, dance and painting students. By Mann-whitney U test, music and painting students and dance and painting students are significantly different. In fine arts students, aesthetics (study of values) characteristics are different.

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